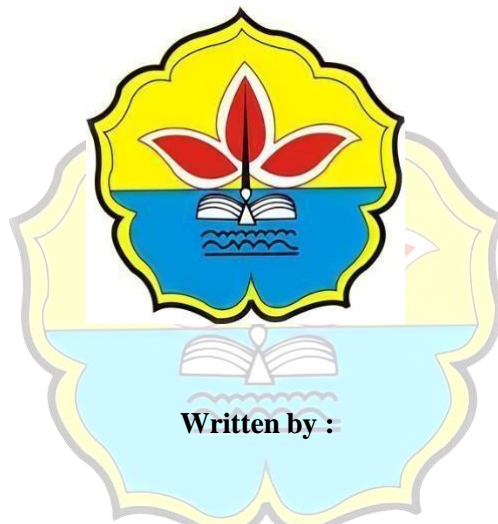


**THE EFFECT OF USING INSIDE OUTSIDE CIRCLE  
TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT  
11<sup>TH</sup> GRADE STUDENT OF SENIOR HIGH SCHOOL 8 MUARO  
JAMBI**

**A THESIS**

*Submitted as a Partial Fulfillment of the Requirement for Obtaining the Degree of  
Sarjana Pendidikan in English Education*



**Zeriska Putri Meldyasativa**

**1900888203030**

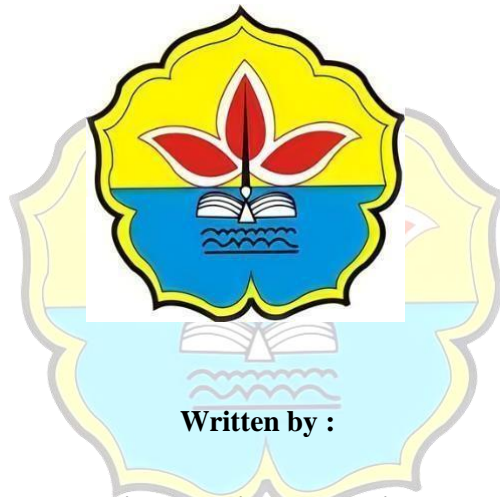
**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF BATANGHARI  
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**Written by :**

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**JAMBI**

**2023**

## APPROVAL

The advisor of this thesis stated that the thesis entitled "The Effect Of Using Inside Outside Circle Technique Towards Students' Speaking Ability At 11<sup>th</sup> Grade Student Of Senior High School 8 Muaro Jambi" which was conducted by:

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Students Number : 1900888203030

Study Program : English Language Education

Had been conducted and approved in accordance with applicable procedure, and regulations to be tested.

Jambi, March 17<sup>th</sup>, 2023

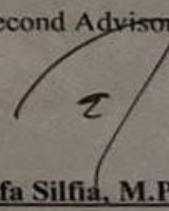
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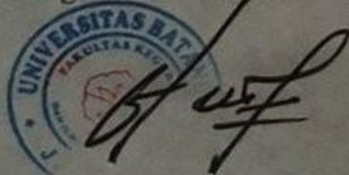
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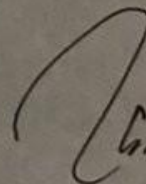
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Ridho Praja Dinata, S.Pd., M.Pd.



## LETTER OF RATIFICATION

This thesis has been defended before the thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2022/2023 on:

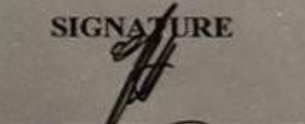
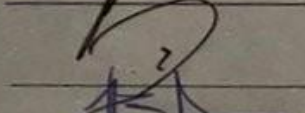

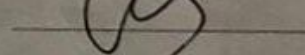
Day : Thursday

Date : February 16<sup>th</sup>, 2023

Time : 11.00 until 13.00

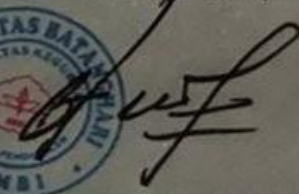

Place : Microteaching Laboratory of Batanghari University

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NAME	POSITION	SIGNATURE
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Siti Aisyah, S.Pd, M,Pd.	Examiner	

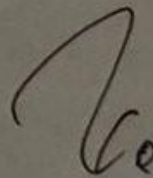
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## DECLARATION

I am the undersigned belong in here:

Name : Zeriska Putri Meldyasativa  
Students Number : 1900888203030  
Gender : Female  
Study Program : English Language Education

States that:

1. The thesis that I have written with the title "The Effect Of Using Inside Outside Circle Technique Towards Students' Speaking Ability At 11<sup>th</sup> Grade Student Of Senior High School 8 Muaro Jambi", is original has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, and formulation without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. Is this thesis, there are no works or opinions that have been published by unless they are clearly quoted as a reference with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, March 17<sup>th</sup>, 2023



Zeriska Putri Meldyasativa

## MOTTO

*“But they plans, and Allah plans. And Allah is the best of planners.”*

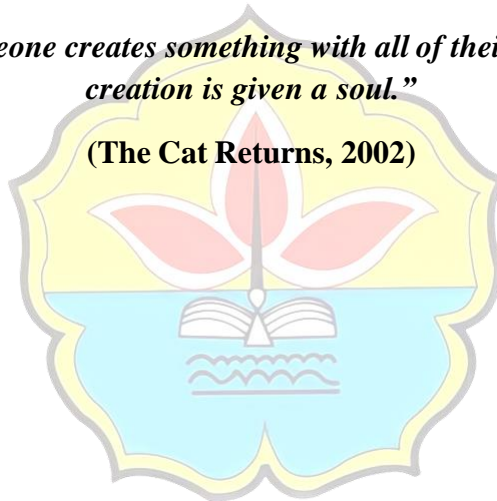
(QS. Al – Imran 3:54)

*“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do, so throw off the bowlines, sail away from safe harbour, catch the trade winds in your sails. Explore, dream, discover”*

( H. Jackson Brown Jr.)

*“ Whenever someone creates something with all of their heart, then that creation is given a soul.”*

(The Cat Returns, 2002)



## ABSTRACT

**Meldyasativa, P.Z. 2023: The Effect of Inside Outside Circle Technique Towards Students' Speaking Ability at 11<sup>th</sup> Grade Student of Senior High School 8 Muaro Jambi Academic Year 2022/2023. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Yanti Ismiyati S.Pd., M.Pd. The Second Advisor Efa Silfia M.Pd.**

One of the important skills in english is speaking. In teaching speaking, students are expected to be able to express their ideas, opinions, or information they know orally. The inside outside circle technique is one of the speaking teaching techniques used in the learning process. In this technique, students are asked to make two circles facing each other, then the teacher gives a topic to discuss with each partner. The research took the student population of XI IPA class at Senior High School 8 Muaro Jambi in the 2022/2023 academic year and the sample was students of XI IPA 2 and XI IPA 3 class. This research used True Experimental research design by using pre-test and post-test with quantitative approach, True experimental designs use randomization and provide maximum control of extraneous variables. The researcher describe the effectiveness of Inside-Outside Circle technique by comparing between the students' score before being taught by using Inside-Outside Circle technique and after being taught by using Inside-Outside Circle technique. Based on the analysis data used t-test, it was found that the tcount is -7.467 while the ttabel 1729. It means that the Null hypothesis is accepted and alternate hypothesis is rejected where the Tcount is smaller than the Ttabel. After doing this study the results showed that the inside outside circle technique not given a significant effect toward students' speaking ability.

**Keywords:** Speaking, Cooperative Learning, Inside Outside Circle

## ACKNOWLEDGMENTS

In the name of Allah, the Beneficent and the Merciful. Praise to be Allah, Lord of the world who has blessed the researcher in completing this thesis entitled, “The Effect Of Using Inside Outside Circle Technique Towards Students’ Speaking Ability At 11<sup>th</sup> Grade Student Of Senior High School 8 Muaro Jambi”.

This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

The researcher realized that this thesis will not be completed on time without support and motivation from various parties who are directly or indirectly involved. Therefore, the researcher would like to give her deepest appreciation for:

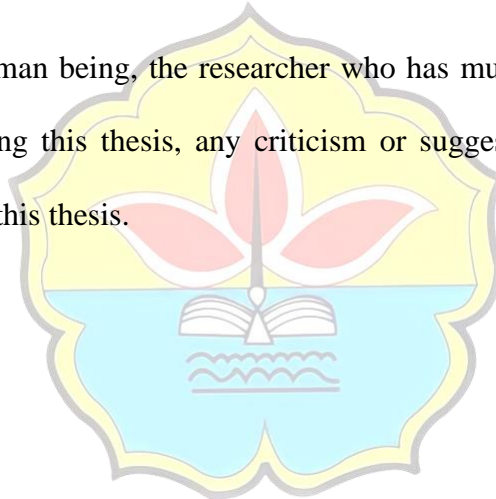
1. Prof. Dr. Herri, M.B.A. as the Rector of Batanghari University.
2. Abdoel Gafar, S.Pd., M.Pd., as the Dean of Teachers Training and Education Faculty Batanghari University.
3. Ridho Praja Dinata, S.Pd., M.Pd., as the Chairman of English Language Education Department and also the second advisor.
4. Dr. Yanti Ismiyati, S.Pd., M.Pd., as the first advisor thank you for your time, valuable guidance, helps, correction, suggestion, and kindness during completing this thesis.
5. Efa Silfia, S.Pd., M.Pd., as the second advisor thank you for your



time, valuable guidance, helps, correction, suggestion, and kindness during completing this thesis

6. All the lecturers on the English Department of Batanghari University who have given their knowledge during her study at English Department of Batanghari University.
7. All the teachers at Senior High School 8 Muaro Jambi who have given their help during the research at Senior High School 8 Muaro Jambi.

Finally, as human being, the researcher who has much weaknesses and mistakes in making this thesis, any criticism or suggestions are very welcome to improve this thesis.



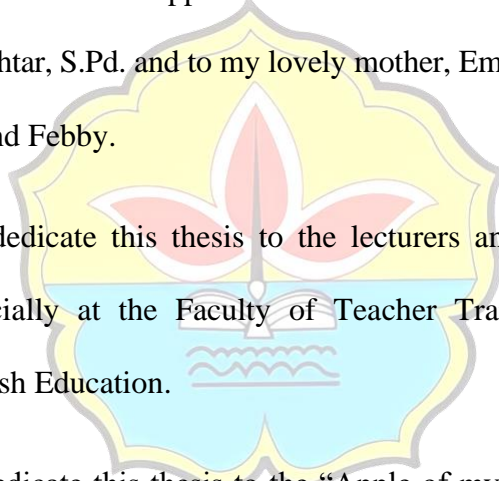
Jambi, February 24<sup>th</sup>,  
2023

The Researcher

Zeriska Putri  
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NIM: 1900888203030

## DEDICATION

1. In the name of Allah, All Praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this thesis entitled, “The Effect Of Using Inside Outside Circle Technique Towards Students’ Speaking Ability At 11<sup>th</sup> Grade Student Of Senior High School 8 Muaro Jambi”.
2. In completing this thesis, I would like to thank my beloved parents, for being my inspiration and gave me strength, who continually provide their moral, spiritual, love, and financial support. The first time I dedicate this thesis to my father, Zaldy Muchtar, S.Pd. and to my lovely mother, Emilda Lestari. Then,also my sisters, Jeje and Febby.
3. I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education.
4. I would like to dedicate this thesis to the “Apple of my eyes”, Io. He always support me in any situation and convince me that I’m more than enough.
5. I would like to dedicate this thesis to my friends, without their support I may not finished this thesis.
6. Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting for just being me at all time

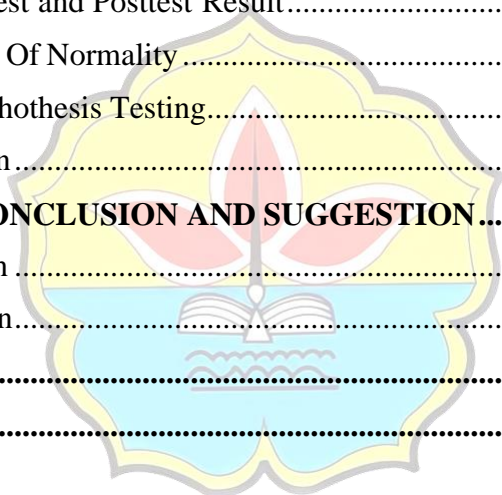


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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

As communication device, in Indonesia, English is adopted as the foreign language. Nowadays, English becomes one of the subject in the school that is taught not only in junior high school, senior high school and university but also in elementary school even in the kindergarten.

In learning English, four basic skills need to be mastered; listening, speaking, reading, and writing. Students should be able to use the skills, whether oral or written. Speaking is one of the four of basic skills in learning foreign language that student must study. Speaking skill is required by people to interact among them. In speaking activity, many things that should be paid attention, not only related to what is being spoken, what the language is used, but also is our interlocutor. In addition, a good speaker should pay attention what topic is being spoken by him/her, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speaks.

Speaking is very important to help the students to learn English. With the ability to speak well, students can achieve the goal of speaking. It means that students are expected to speak English to be able to communicate with other, to convey an idea, opinion,

message, feeling toother people, to express their thought and wishes, and socialize themselves to communicate or interact.

Speaking become a crucial ability that the student need to master, because it helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship and so on.

Nunan said that speaking is a productive oral skill that produces systematic verbal utterances to convey meaning (Nunan, 2003). Thus, it can be concluded that speaking is a productive oral skill not only about skills but also about how to produce verbal utterances to convey ideas or meanings to be shared.

In teaching and learning process the English teacher is expected to be able to manage their classroom instruction which allows all students to have equal opportunities to participate. The students also need to learn how they are expected to interact in the classroom. They involves learning particular patterns in class as well as with the teacher. Interactive competence includes several dimension of the classroom behavior.

In reality, the 11<sup>th</sup> grade students at Senior High School 8 Muaro Jambi are often faced with the problem of speaking and there are still many students have a lot of difficulties to speak in English.

The difficulties caused by several factors such as aptitude, interest, previous knowledge, and environment. The students often have difficulty in memorizing vocabulary and pronunciation so they are not confident to speak English. The students also cannot enjoy their speaking because they do not have some required skills in reading and translating. In other words, the main problems often felt by the students are their inability to speak fluently.

From all the explanation above, the researcher proposes a technique to solve the problems and make new atmosphere in teaching learning classroom is called inside-outside circle technique. Inside-Outside Circle is one of the cooperative learning technique developed by Spencer Kagan. The English words have to be introduced clearly to the students, so that they can remember them easily. Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction and giving each student a new peer to talk to. Inside-Outside Circle Technique should be used to get students to speak fluently.

Based on the background above, the researcher intends to conduct an experimental research entitled “The Effect Of Using Inside-Outside Circle Technique Towards Students’ Speaking Ability At 11<sup>th</sup> Grade Student Of Senior High School 8 Muaro Jambi”



### **Identification of the Research**

Based on the explanation elaborated above, the researcher formulates the identification of the problem as follows:

1. Students have difficulty in pronouncing English, this causes them to be not confident in speaking.
2. English Students have anxiety when they are trying to speak English, they had been suggested that their pronunciation would be wrong.

### **Limitation of the Problem**

Regarding to the background of the problem, the researcher focuses on applying the Inside-Outside Circle technique to guide students to be able to speak fluently and confidently in English.

### **Formulation of the Research**

Based on the research background described above, the formulation of the research is there any significant effect of using Inside-Outside Circle technique toward students' speaking ability?

### **Objectives of the Research**

Based on the problem that have been stated above, the purpose of this research is to find out whether Inside-Outside Circle technique give significant effect to the Senior High School 8 Muaro Jambi 11<sup>th</sup> grade students' speaking ability.

## Significance of the Research

This research is expected to have two major benefits, they are theoretical and practical benefits.

### 1. Theoretically

The results of this study are expected to contribute to the development of educational materials, enrich the literature review of one of cooperative learning “Inside- Outside Circle” technique, thus providing a better understanding of how significant effect that given by the inside-outside circle technique in students’ speaking ability at 11<sup>th</sup> grade student of \enior High School 8 Muaro Jambi.

### 2. Practically

1. For students as the subject of the research, it was expected that the students would take the advantages of the research. They can speak fluently, correctly and confidently.
2. For the English teachers, it was expected that the teacher can improve techniques in teaching English as a strategy that can increase students' ability to speak English correctly.
3. For other researcher, this research is expected provide information or references to be developed for further studies, the researcher hopes that other researchers evaluated, revise, reconstruct or modify this research and write further studies for other levels and purposes.

## Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

### 1. Speaking

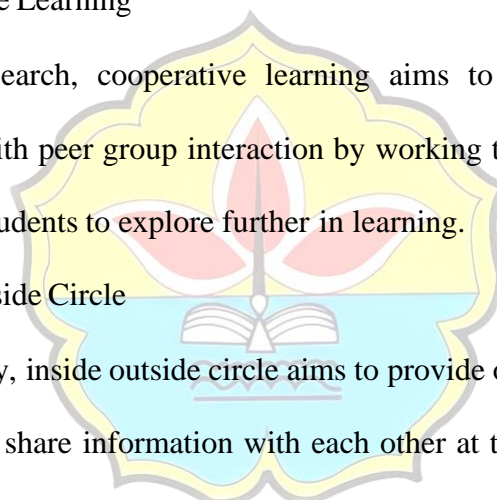
In this research, speaking is how eleventh grade students learn to speak, convey and exchange information, opinion or idea with a partner in a short and organized manner.

### 2. Cooperative Learning

In this research, cooperative learning aims to apply learning methods with peer group interaction by working together so as to motivate students to explore further in learning.

### 3. Inside-Outside Circle

In this study, inside outside circle aims to provide opportunities for students to share information with each other at the same time in the hope that students can exchange ideas and information.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Speaking

Speaking is the oral delivery of a message between a speaker and listener. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages.

Many experts define speaking in different ways. According to Byrne (1987) Speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding, while Huebner (1969) states that speaking is the main skill in communication. Brown and Yule stated in their book "Speaking is to express the needs-request, information, service, etc." The speakers say words to the listener not only to express what in her mind but also to express what she needs whether information service. Most people might spend of their everyday life in communicating with other. Revell defines communication as follow: "Communication, of ideas of opinions, of feeling." Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas,

opinions, views or feelings. Meanwhile, Rivers (1978) says through speaking someone can express her or his ideas, emotions and reactions to others person or situation and influence other person.

### **The Component of Speaking Skill**

Vanderkevent (1990) stated that there are three components in speaking:

a. The Speakers

Speakers are people who produce the sound. They are useful as the as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The Listeners

Listeners are people who receive or get the speakers' opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will be sign.

### **Function of Speaking**

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quote by Richards and Renanda (2007), "the function of



speaking are classified into three, there are talk as interest, talk as transaction, and talk as performance.” Each of these speech activities is quite distinct in term of form and function and requires of different teaching approaches. There are the explanations of the functions of speaking.

**a. Talk as Interaction.**

Being able to interact in language is essential. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, some of the skill (involved in using talk as interaction) are opening and closing conversation, closing topics, making small-talk, recounting personal incidents and experiences, turn-talking, using adjacency pairs, interrupting and reacting to others.

**b. Talk as Transaction.**

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, some of the skill involve in using talk for transnational are: explaining a need or intention, describing something, asking questioning, confirming

information, justifying an opinion, making suggestions, clarifying understanding and making comparisons.

**c. Talk as Performance.**

This refers to public talk or public speaking that is talk which transmits information before an audience such as morning talks, public announcements and speeches. Talk as performance tends to be in the form of monologue rather than dialogue. Often follows a recognizable format and is closer to written language conversational language. Some of the skills involved in using talk performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using check on the audience, using correct pronunciation and grammar, creating and effect on the audience, using appropriate vocabulary, using appropriate opening and closing. Talk as performance needs to be prepared in much the same ways as written text.

**Assessment of Speaking**

Harris (1974) says that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about

how the words in particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like “ums” and “ers” and so on.

### **Cooperative Learning**

Cooperative learning is the strategy that make students having social interaction with others students. Cooperative approach presents an example of an “innovate approach” that constitutes a paradigm shift in the area of language teaching (Gupta & Ahuja, 2014). Cooperative learning is a comprehensive approach to teaching that derives from a

theory of education and encompasses key assumption about students learn and how they learn (Duke, 1990 as cited in Sari 2014).

Akinbobola (2006 as cited in Azizah, 2015) states “Cooperative learning is a mode of learning in which students of different levels of ability work together in small groups to achieve a purpose.” According to Cohen (2004) “Cooperative learning will be defined as students working together in a group small enough that everyone participate on a collection task that has been clearly assigned.”

Cooperative learning set students to work in group. Johnson and Johnson (1990) states “define cooperative learning as “children are linked interdependently and must work together to resolve a problem, promotes each other’s learning and contributes to group’s discussion, share both personal and material resources, resolves conflicts democratically, and accept responsibility for any group discussion. Olsen and Kagan in Kessler (1992 as cited in 2014 4<sup>th</sup> International Conference on Education, Research, and Innovation) state “Cooperative learning is carefully structured-organized so that each learner interacts with others and all learners are motivated to increase each other’s learning.”

Gupta & Ahuja (2014) state that “Cooperative learning (CL) as one of the means of active learning might serve as an appropriate



and promising strategy helping to increase learning effectiveness and providing students with the skills of collaborating, cooperating, sharing and socializing.” Cooperative learning may be defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. Acikgoz (1992, cited in Gocer, 2010) said “Cooperative learning comprised the efforts of small groups of students, by assisting each other in learning towards a common goal”.

According to Jonhson, Johnson and Holubec, (1991) “Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning.” In classroom where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. That’s, students during process learning in cooperative learning plays important role in working together.

Students not only learn and understand the materials but also they apply what they know and learn in the team. Cooperative learning is a methodology that employs a variety of learning activities to improve student’s understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concepts (Kagan, 1990). Gupta & Pasrija (2012) revealed Cooperative Learning as an efficient technique to convert

students into active learners in classroom and it makes teaching-learning more satisfying, momentous, enjoyable and effective. Appropriate with students in this era that prefer having discussion with their friends rather than listen their teacher and read book, cooperative learning helps and fulfill students' wants and characteristics. Therefore, beside teacher can delivering materials successfully students also can get materials throughly. Based on the explanation above, cooperative learning can make each group member a stronger individual, there is considerable group-to-individual transfer. Students learn together so that they can subsequently perform higher as individuals.



### **Principles of Cooperative Learning**

1. The students must be responsible in their working
2. The students should know that all of member have achive goal
3. The students must be divide the talk and responsible in their working.
4. The students must be evaluated.

### **Benefits of Cooperative Learning**

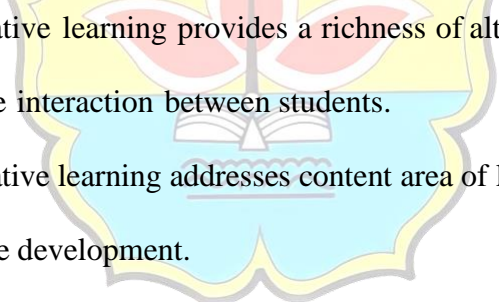
There are some benefits of Cooperative Learning that states by Shirazes and Aldrich (2010, as cited in Gupta & Pasrija, 2012):

1. Cooperative Learning promotes deep learning of materials.
2. Students achieve better grade in cooperative learning

compared to competitive or individual learning.

3. Students learn social skills and civic values
4. Students learn higher-order, critical thinking skills
5. Cooperative learning promotes personal growth
6. Students develop positive attitudes toward autonomous learning.

Cooperative learning gives students much control within the group structure both teachers and learners as they practice communication and group-process skill, as well as leadership skills (Azizah, 2015). Kessler (1992) identifies three major benefits of Cooperative Learning as follow:

- 
1. Cooperative learning provides a richness of alternatives to structure interaction between students.
  2. Cooperative learning addresses content area of learning and language development.
  3. Cooperative learning provides a variety of ways to structure student practice with lesson materials.

### **Inside-Outside Circle**

Some approaches and methods can be used in teaching speaking, one of which is cooperative learning methods. A cooperative learning method has several types: think pair share, three-step interview, and inside-outside circle. According to Kathleen and Nunan, an Inside- Outside circle is a technique that allows students to

repeat conversations or interviews with new people to build fluency and confidence. (Bailey & Nunan, 2004). Kagan states that students rotate in the Inside-Outside Circle, in concentric circles facing new partners for sharing, quizzes, or problem solving (Kagan, 2009). According to Wahyuni, this technique places students facing each other in two concentric circles for verbal interaction between students, allowing them to practice more with their partner in turns (Wahyuni et al., 2013). Based on the explanation above, Inside-Outside Circle Technique as the way in building students' motivation and interaction in speaking classroom activities helps students to work cooperatively and raise their motivation to talk and interact with others. Inside Outside Circle are particularly useful for conversation practice and community-building in the classroom and this technique can give a change to all students to give information at the same time with different partner in a short time and in such structural way.

### **Procedure of Using Inside-Outside Strategy**

Inside-Outside circle technique has several procedures in the application. The procedures of the inside-outside circle technique according to Fitriyaningsih & Sholihah, the procedure for the Inside-Outside Circle technique in learning to speak begins with forming a group. Students will be divided into two groups. One group forms an inner circle, and the other forms the contrary while facing each other. One circle rotates to the next partner. Indirectly, they will face their

new partner. It will stop when students have found their first partner. (Fitrianingsih & Sholihah, 2017).

Furthermore, Sulung et al. added the steps of the inner-outer circle as follows: First, the teacher divided the class into two groups. Second, the students formed two circles facing each other. Third, students from inside the circle answer the questions given by their friends by sharing them with their partners. Students who form the outer circle give ideas related to questions and ask the inner circle with pairs again. Fourth, after a few minutes, the teacher instructs the students to turn to the next partner and discuss again with the same topic (Sulung et al. 2017).

According to Kagan, the steps for the Inside-Outside Circle technique are as follows: Students form pairs. One student from each pair moves in a large circle in the classroom facing outward. The remaining students find a face their partners so that each student faces the other. Students in the inner circle ask questions from their question cards and are answered by the outer circle. Partners switch roles: Students outside the circle ask questions and the inner circle answers. When finished, the teacher tells them how many to play, and they face the new partner until they meet their first partner. (Kagan, 2009).

In this study, the researcher applies the procedures of Inside Outside Circle (IOC) technique are modified from Kagan (1990), they



are as follows:

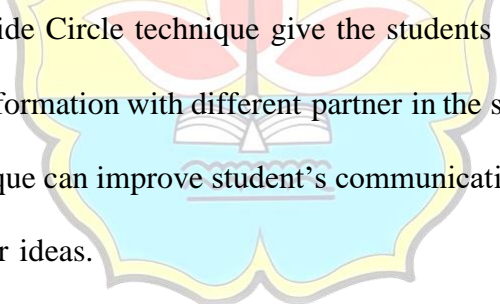
- a. Teacher asked a half of the students in the class to stand up and make circle as inside circle so they have to face out. Teacher can name the students of inside circle such as 1, 2, 3, 4, and so on.
- b. Another half of students make another circle outside the first circle (as inside circle) so they have to face in. Teacher can name the students of outside circle such as A, B, C, D, and so on.
- c. In this case, the students of inside circle will have pair with students outside circle such as student 1 will be in pair with students A and so on.
- d. Students will do conversation in pair about their personal experience based on the questions guide from teacher.
- e. Teacher asks the students of outside circle to move one step continually after two minutes so that they face a new partner such as student 1 with student B and so on and they do conversation as step d.

### **The Advantages of The Inside-Outside Circle Technique**

There are several advantages of the Inside-Outside Circle technique, according to Ulfah& Puji Hartono, i.e., it can help the students obtain different information from the material at the same time. It can also make the learning process easier and more fun, especially in speaking and can make students improve vocabulary

terms obtained. (Ulfah & Pujihartono, 2017). Furthermore, Saputri et al. state that the advantage of the Inside-Outside Circle technique is that it first allows all students in the class to participate in speaking. They dare to express their ideas, thoughts and feelings to their classmates. And second, students become more active in the classroom so that the learning process becomes more lively and fun. (Saputri et al., 2020).

According to Muhammad (2017) as one of cooperative learning technique which give the students chance to work in group, Inside-Outside Circle technique has some advantages, such as:

- 
1. Inside-Outside Circle technique give the students opportunity to share the information with different partner in the same time.
  2. This technique can improve student's communication skill and explore their ideas.
  3. This technique can minimize the students of boredom of the classroom activities.
  4. This technique can make all students to active in learning process.
  5. This technique has a clear structures, so the teaching process will be effective to improve the student's learning outcome.

Thus, from the explanation above, the Inside-Outside Circle technique makes students able to learn in more fun situations, can participate actively, can obtain different information, can increase their

vocabulary, and students will be more confident and courageous. Students can express their idea and students can improve their speaking ability with different partner also different knowledge so that students can increase speaking fluency.

### **The Disadvantages of The Inside-Outside Circle Technique**

Beside having advantages, Inside-outside circle also have disadvantages, such as:

1. This technique requires a large classroom if applied in the class, because it will be difficult if the class to small.
2. This technique has long process, so it requires long time to do.

### **Previous Studies**

The research that the researcher takes is a research entitled “Teaching Speaking to Junior High School students through Inside Outside Circle (IOC) Strategy “, researched by Dina Maulida et al in 2013, the student of University of Padang (UNP). In the research, she analyzed the using of Inside Outside Circle to solve the students’ incompetency on speaking skill.

The research about inside-outside circle strategy had also been researched by Muhammad Yunus (2001) entitled Improving Students’ Speaking Skill Through Guided Questions with Inside-Outside Circle at the First Grade of SMA Wahid Hasyim Malang. This research is categorized classroom action research. The result of this research was

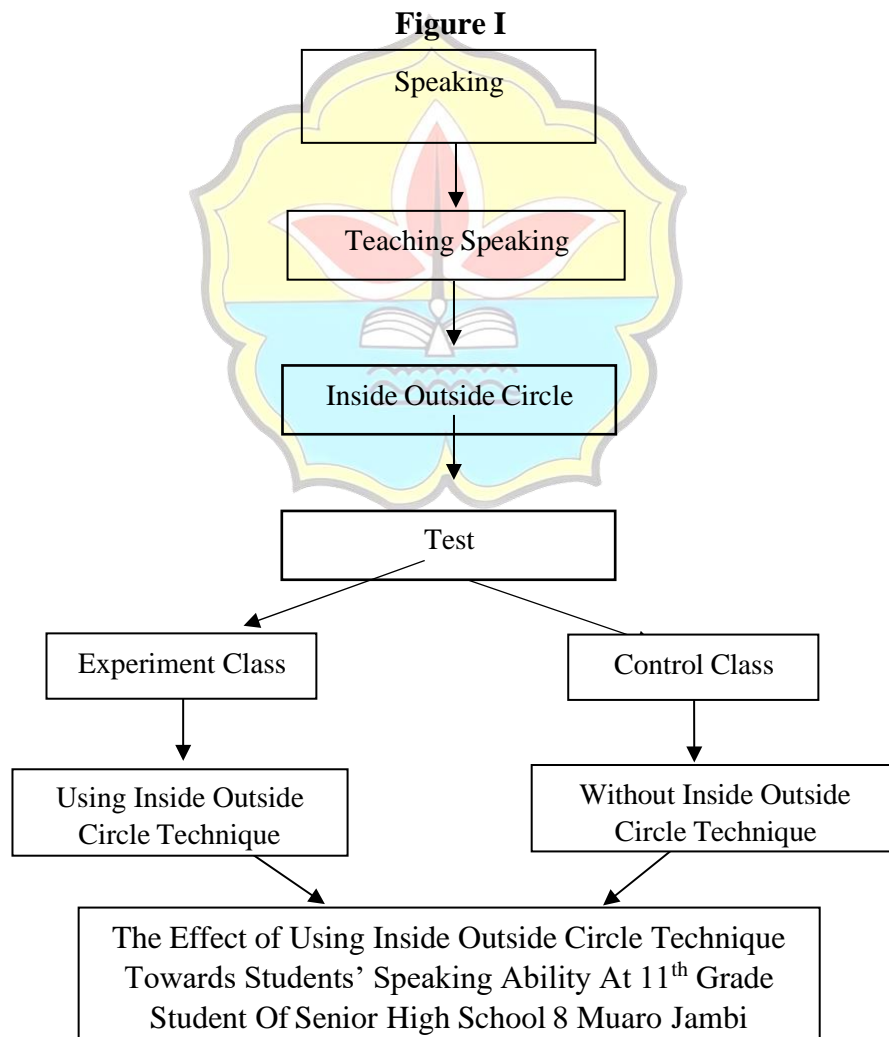
the students' progress in their speaking skill. This research only focused on three speaking indicators; pronunciation, vocabulary, and fluency. Which the result of students' achievement from cycle 1 to cycle 2, there was a significant improvement. It can be seen from the mean average of cycle 1 was 8.5 became 11.5. It means that students can improve their speaking skill.

The third research has been conducted by Rita Susilawati (2007), the title is Teaching Speaking Through Inside-Outside Circles Strategy for Junior High School Students in West Sumatra. The result of this research was the students' progress in their speaking skill. This research only focused on three speaking indicators; pronunciation, vocabulary, and grammar. Which the result of students' achievement from cycle 1 to cycle 2, there was a significant improvement. It can be seen from the mean average of cycle 1 was 9.5 became 12.6. It means that students can improve their speaking skill.

This research can be concluded that teaching speaking through inside-outside circle technique can help students engage in learning process, they can share information when questioning, sharing or problem solving in the class. This research also intended to get all students up moving around the room and interacting with one other. In this strategy one-half of students stand and form circle facing out, and the other half forms a circle around of the first group. Then, the teacher gave a question or topic to discuss. Next, the teacher instructs

one circle to rotate, so that the students can share their ideas with others, and they get different opinion about a problem they have discussed. The difference between this research and previous research is that in this study, researchers conducted research with a quantitative approach with a true experimental method and used pretest, treatment, and post test instruments.

### Conceptual Framework



In this case, speaking is one of the important skill which must be mastered by everyone. Inhere, the students need a good technique to increase their speaking by using inside-outside strategy. Inside-outside technique is a technique which can give chance to all students to share information at the same time with different partner in a short time and structured way. Inside- Outside circle is one of technique in cooperative learning which can use to help the student interested in speaking and increase their confidence to speak in front of public. Cooperative learning can make students be more active, it can make students are working together to accomplish shared learning goals and to minimize their own and their group achievement.

### **Hypothesis**

Hypothesis is a statement in quantitative research whose research make predictions or conjectures about the outcome of relationships between attributes or special features (Creswell 2015).

The hypothesis in this research are:

H0: There is no significant effects of inside-outside circle technique toward the students' speaking ability

H1: There is significant effects of inside-outside circle technique toward students' speaking ability.



## CHAPTER III

### RESEARCH METHODOLOGY

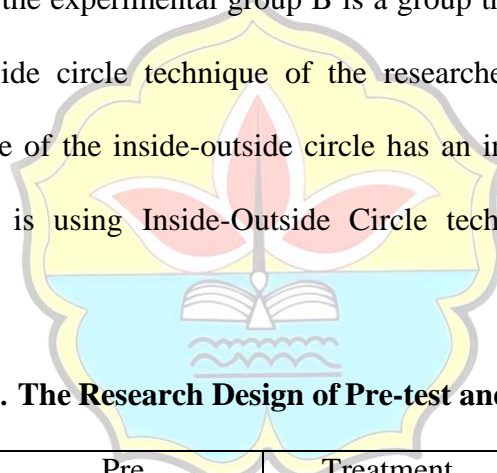
#### **Research Design**

In this research, the researcher made an experimental research and used quantitative method. A quantitative research method has the purpose to describe a social phenomenon which focuses on the relationship between the variables studied. According to Creswell (2014) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. According to Matthews & Ross (2010) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. Gay (1992) defines that the experimental method is the only method of the research that can truly test hypotheses concerning cause and effect relationships. Creswell (2012) explains that experimental researchers test an idea (or practice or procedure) to determine its effect on an outcome.

This research used True Experimental research design by using pre-test and post-test with quantitative approach, True experimental designs (also called randomized design) use randomization and provide maximum control of extraneous variables. The researcher is intended to describe the effectiveness of by comparing between the

students' score before being taught by using Inside-Outside Circle technique and after being taught by using Inside-Outside Circle technique.

True Experimental with Pre-test-Posttest Group Design is the form of research design of this study. In this research, there are 2 groups chosen randomly. They are Control Group (A) and Experiment Group (B). Then they are given Pre-test to know if there is any difference or not between both of them". Control group A is a group that uses the inside-outside circle technique in learning from the researcher and the experimental group B is a group that does not use the inside-outside circle technique of the researcher to determine whether the use of the inside-outside circle has an influence or not. The treatment is using Inside-Outside Circle technique to teach speaking.



**Table 1. The Research Design of Pre-test and Post test**

Class	Pre Test	Treatment	Post test
Control	Y1	-	Y2
Experimental	Y1	X	Y2

Note:

Y1: Pre-test before teaching with the inside-outside circle method (Both Classes)

Y2: Post-test after teaching with the inside-outside circle method (Both Classes)

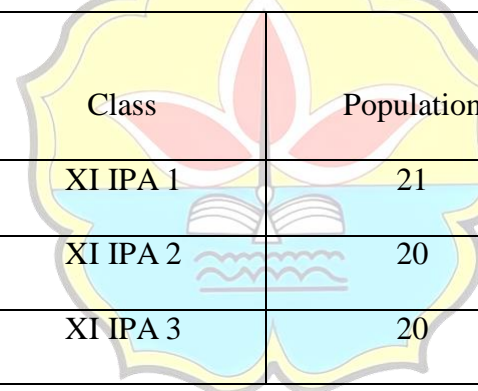
X: Teaching with the inside-outside circle method to Experimental Class

## Population and Sample

### Population of The Research

The population is part of the research. According to Creswell, a population is a group of individuals who have something in common (Creswell, 2011). The population in this research is the science eleventh grade students of Senior High School 8 Muaro Jambi in academic year 2022/2023. There are 3 classes at the eleventh grade which consist of 20 and 21 students for each classes.

**Table 2. Population of The Research**



No	Class	Population
1	XI IPA 1	21
2	XI IPA 2	20
3	XI IPA 3	20
Total		61

*Source: Administration of SMA 8 Muaro Jambi*

### Sample of The Research

According to According to Ary, et.al. (2002:) sample is a small group that is observed. Beside, Cresswell (2014) says that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher used a cluster sampling technique in taking the sample. According to Burke and

Christensen (2014), cluster sampling is a type of sampling in which single-unit elements (such as individual students, teachers, counselors, and administrators) are randomly selected rather than clusters (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks).

In this research, the researcher used a lottery method. Using the lottery method is one of the oldest ways and is mechanical example of random sampling. In this method, the researcher gives each member of the population a number. Researcher draw numbers from the box randomly to choose 2 classes for sample.

**Table 3. Sample of the Research**

<b>Class</b>	<b>Classification</b>	<b>Number of Students</b>
XI IPA 2	Control Class	20
XI IPA 3	Experimental Class	20
<b>Total</b>		<b>40</b>

*Source: Senior High School No.8 Muaro Jambi, 2022*

### **Research Instrumental**

A research instrument is a tool used to obtain, measure and analyze data from subjects around the research topic. In this research, the instrument that used in collecting the data is a test (pre-test – post-test). According to Borg (1991), test is an instrument for assessing individual differences along one or more that given a dimension of behavior. Meanwhile, according to Brown (1994), test in plain words

is a method to measure a person’s ability or knowledge in a given domain which a numerical score can be assigned. Based on several expert opinions about the test, the researcher concludes that the test is a set of techniques, procedures, and items used to assess the ability of individual differences as long as one or more numerical scores can be given. The researcher will give a test in the form of a speaking test, namely by story telling with the theme “Family” that the researcher have determined. The test will done in pairs.

The following are the assessment criteria for speaking skills

**Tabel 4 : Oral proficiency scoring categories**

<b>S</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Task</b>
1	Often make mistake	unable to express anything.	There are mistakes	Refer to other four language areas	Can understand in slow speech	Can answer topics very familiar
2	structure pretty well but grammar isn’t very controllable.	have little vocabulary to express themselves.	Often quite wrong but the accent is understandable	Can handle confidently but not with most situations.	Can get the gist of most conversations.	still needs help dealing with complications
3	Grammar control is good and can speak accurate structure.	he rarely has to look up words in conversation.	unfamiliar accent but the mistakes are rarely distracting	Rarely gropes for words, and can discuss certain	quite complete at a normal rate of speech.	Can participate effectively in most conversations.

4	Errors in grammar are quite rare	High level of vocabulary accuracy	Errors in pronunciation are quite rare	Be able to use the language fluently - with a high level of fluency.	Can understand any conversation.	can respond appropriately
5	There are no grammatical errors speaker.	Has a very wide vocabulary, so that it is fully accepted by native speakers.	Equivalent to and fully accepted by educated native speakers.	Has complete fluency in the language.	Equivalent to that of an educated native speaker.	Speaking proficiency equivalent to that of an educated native speaker.

(Brown, 2004, p.406-407)

### Technique of Data Collection

Technique of collecting data in this research is used test (pretest-treatment-posttest). The steps taken by the research to obtain research data, as follows:

#### 1. Pretest

Before giving the treatment, the researcher give pretest to the students in order to know the students' speaking ability. The type of test is giving the students one topics where the researcher will give the students 10 minutes to explain about the topic.

#### 2. Treatment

In giving the treatment, the researcher applied the application of the Inside-Outside Circle technique for the experimental class and the based learning model for the control class.



### 3. Post-test

After giving the treatment, the researcher gave post-test to find out the result of the treatment in order to measure students' speaking ability. The researcher gave the same topics as the pre-test, and then the students will explain about the topics with their own knowledge.

#### **Technique of Data Analysis**

After collecting the data, researcher did an analysis data to determine the procedure to be used in scoring the students' speaking ability. To get quantitative result;

1. The researcher collected the students speaking test scores
2. The researcher analyzed the students' speaking activity scores by arranging scores from the lowest to the highest.
3. The researcher found the score by using formulas. The score of pretest and posttest are calculated as follows:

$$\text{Score} : \frac{\text{student scores}}{\text{Max. Scores}} \times 100$$

(Gay, 1981)

4. The researcher determined the mean score. To find the scores, the researcher used the formula as follows :

$$\text{--- Mean } x = \frac{\sum Fx}{n}$$

(Gunawan, 2015)

5. The students' percentage was arranged into the diagram of rating quality percentage.
6. Then, the meaning of the percentage is arranged in the table of the rating scale. As a result, the researchers used a rating scale to arrange the level of effectiveness. The researcher gave an interpretation of the result by using tables, which are described below:

**Table 5 : Scale Description**

Percentage of the rating	Rating quality
81-100%	Very effective
61-80 %	Effective
41-60 %	Sufficiently effective
21-40 %	Not effective
0-20 %	Not Very Effective

7. The researcher made conclusions based on the percentage of students' scores in using the Inside – Outside Circle Technique.

### **Test of Normality**

Normality test is a test that is carried out as a prerequisite for conducting data analysis. It is carried out before that data is processed based on the proposed research models. Normality test aims to determine whether the data is normally distributed or not. In this research, the normality test using Kolmogrov-Smirnov test.

Kolmogorov-Smirnov test is a hypothesis test procedure for determining if two samples of data are from the same distribution.

Kolmogorov-Smirnov testing can be used with the following formula:

$$D = m\{(F_0 - F)\}$$

$$x^2 = \frac{4D^2(n_1 n_2)}{(n_1+n_2)}$$

(Vásquez et al., 2015 )

In this research, normality test is carried out using SPSS for Windows version 21 program. The decision-making criteria are:

1. If the value of Sig. Kolmogorov-Smirnov test  $> (\alpha = 0.05)$ , then the data is normally distributed.

2. If the value of Sig. Kolmogorov-Smirnov test  $< (\alpha = 0.05)$ , then the data is not normally distributed.

### t Test

The test is useful to find out whether there is an influence. Partial (self) given free variable (X) to variable bound (Y). This test means proving what is the first hypothesis is the influence of first language and the second hypothesis is the speaking ability.

- 1) If the significance values is less than 0.05 or  $t_{count} > t_{table}$  then there is the effect of variable X on variable Y.
- 2) If the sig value  $> 0.05$ , or  $t_{count} < t_{table}$  then there is no effect of variable X on variable Y. After obtaining the results of the  $t_{table}$  count, then see distributed table  $t_{count}$ .

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, researcher presents the data description, data analysis, discussions and interpretation of the data.

#### **Findings**

The researcher used a True-Experimental design in this study. The population of this study was the students of Senior High School 8 Muaro Jambi in the academic year 2022/2023. The total number of the population was 61 students. The researcher took two classes as a sample, one as a experimental class was taught used Inside-Outside Circle technique and the other as a control class was not taught used Inside-Outside Circle Technique.

a. **The Procedure of the Research in Experimental Class**

The researcher took class XI IPA 3 for a sample of the experimental class. The sample number of this class was 20 students. First meeting was held on 17<sup>th</sup> January 2023, in the first meeting the researcher gave a pre-test to the students. The test was oral test, students has given a topic named “Family”.

Second meeting was held on 18<sup>th</sup> January 2023. In the second meeting the researcher explained how important to speak English and informs the students about speaking assessment.

Third meeting was held on 24<sup>th</sup> January. In the third meeting, the researcher introducing one of the cooperative learning techniques, the inside outside circle technique. Here, the researcher explains how the inside outside circle technique works and what the advantages of this technique are, where with this technique it is expected that students can better exchange ideas and discuss with their conversation partners.

Fourth meeting was held on 25<sup>th</sup> January 2023. In the fourth meeting, the researcher gave the last treatment. The researcher asked the students to stand up and form two circles where the students in the inner circle faced the students in the outer circle and gave them the same topic as the pre-test, namely "family" to discuss with their respective partners. after doing the inside-outside circle learning technique, the researcher asked the students to take a post-test by means of an oral test. the researcher asked the students to explain the topic that had been discussed with the opposite partner.

b. The Procedure of The Research in Control Class

The researcher took class XI IPA 2 for the control class.

The sample number of this class was 20 students.

First meeting was held on 17<sup>th</sup> January 2023, in the first meeting the researcher gave a pre-test to the students. in the

first meeting the researcher gave a pre-test to the students. The test was oral test, students has given a topic namely “Family”.

Second meeting was held on 18<sup>th</sup> January 2023. In the second meeting the researcher explained how important to speak English and informs the students about speaking assessment.

Third meeting was held on 24<sup>th</sup> January. In the third meeting, the researcher was not apply the treatment to the students in the control class but the researcher explained about one different topic fromthe pre-test topic in the usual teaching method.

Fourth meeting was held on 25<sup>th</sup> January 2023. In the fourth meeting, the researcher gave a post test by means of oral test with the same topic as pre-test topic namely “Family”.

### **Pre-test and Post-test Results**

Pre-test given to know students’ ability before they were giving treatments by the researcher. In this research, the pre test was in form of oral test with one topic. The students were asked to introduce themselves and talk about their family.

#### **a. Score of Pre-Test**

From the appendix 12, it can be know that the mean score of



the experimental class was higher than the control class. The mean score of experimental class is 0,31, meanwhile the mean of score of control class is 0,27. The highest score of the experimental class is 56,6 , meanwhile the highest score of control class is 36,6. The lowest score of experimental class is 23.3 while the lowest score of control class is 23.30.

b. Score of Post Test

The table from appendix 13, shows the post test score of experimental and control class. The result shows that the mean score of experimental class is higher than control class. The mean score of experimental class is 0,39 and 0,32 for control class. The highest score of experimental class is 73,3 and 40 for control class. Then the lowest score of experimental class is 23,3 and 26,6 for control class.

c. The Distribution of Pre-test and Post-test Score in Experimental Class

The result of pre-test and post-test could be interpreted based on the score interpretation for students' achievement. Table shows the distribution of pre-test and post-test score of students in Experimental class as follow:

**Table 6: The Distributions Scale of Pre-test and Post-test Score in Experimental Class**

Scale	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
81-100%	Very Effective	-	0%	-	0%
61-80%	Effective	-	0%	1	5.0%
41-60%	Sufficiently Effective	4	20.0%	6	30.0%
21-40%	Not effective	16	80.0%	13	65,0%
0 – 20	Not very effective	-	0%	-	-
<b>Total</b>		20	100%	20	100%

Based on the table about frequency distribution of pre-test experimental class and histogram above, there were 20 samples. 16 students from 80% had score between 21-40 and 4 students from 20% had score between 41-60. Meanwhile, based on the table about frequency distribution of post-test experimental class and histogram above, there were 20 samples. 13 students from 65% had score 21-40, 6 students from 30% had score 41-60, and 1 students from 5% had score 61-80.

d. The Distribution of Pre-test and Post-test Score in Control Class

The result of pre-test and post-test could be interpreted based

on the score interpretation for students' achievement. Table shows the distribution of pre-test and post-test score of students in Control class as follow:

**Table 7: The Distributions Scale of Pre-test and Post-test Score in Control Class**

Scale	Category	Pre-test		Post-test	
		Frequen cy	Percen tage	Frequen cy	Percen tage
81- 100%	Very Effective	-	0%	-	0%
61- 80%	Effective	-	0%	-	0%
41- 60%	Sufficiently Effective	-	0%	-	0%
21- 40%	Not effective	20	100%	20	100%
0 – 20	Not very effective	-	0%	-	-
<b>Total</b>		20	100%	20	100%

Based on the table about frequence distribution of pre-test control class above, there were 20 samples. 20 students from 100% had score between 21-40. Meanwhile, based on the table about frequence distribution of post-test control class above, 20 students from 100% also had score between 21-40.

### **Test of Normality**

Normality test aims to determine whether the data is normally distributed or not. In this research, the normality test used On-Sample

Kolmogorov-Smirnov test with a significant level of 0.05 (5%). If the value of Sig. Kolmogorov-Smirnov  $> \alpha$  ( $\alpha = 0.05$ ), then the data is normally distributed. Likewise, if the value of Sig. Kolmogorov-Smirnov test  $< \alpha$  ( $\alpha = 0.05$ ), then the data is not normally distributed. The results of One-Sample Kolmogorov-Smirnov test in this research can be seen in the following table.

**Table 8: Experimental Class Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.34938538
	Most Extreme Differences	.181
Kolmogorov-Smirnov ZAsymp. Sig. (2-tailed)	Absolute	-.110
	Positive	.809
	Negative	.530

a. Test distribution is Normal.

b. Calculated from data.

**Table 9: Control Class Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.66909138
Most Extreme Differences	Absolute	.159
	Positive	.097
	Negative	-.159
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.695

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it can be concluded that the value of Asymp. Sig. (2-tailed) of the experimental class is  $0.530 > 0.05$  and control class is  $0.695 > 0.05$ . Thus, it can be concluded that the research data is normally distributed.

**Hypothesis Testing**

From the data analysis, the hypotheses can be tested as follow:

Null hypothesis ( H0) is accepted if the value of t-test was less than the value of t-table.

Alternative Hypothesis (H1) is accepted if the value of t-test was higher than the value of t-table.

The researcher used SPSS 21 Program to calculate the hypothesis test. Based on the calculation, the t-value of level significance 0.05 with  $df = 19 (n_1+n_2 -2)$  was 1729. The post-test

result from both classes was tested by using t-test formula and the calculation of t-test was  $-7,467$ . It can be seen that the value of the t-test is smaller than the value of t-table. It means that the Null hypothesis is accepted and alternate hypothesis is rejected. So, it can be concluded that there is no significant effect of using inside-outside circle technique on students' speaking ability.

### **Discussion**

To determine if there is an effect of inside outside circle technique toward students' speaking ability at eleventh grade of Senior High School 8 Muaro Jambi. The researchers gave tests to the two classes which were experimental and class control classes. There were each 20 students in both class for sample. Both classes conducted tests by conducting speaking tests in accordance with the theme given with the theme that had been given by the researcher.

Before giving the test, the researchers gave treatment to an experimental class at one meeting. While in the control class, researchers are not given treatment, but directly provide tests. Students are given a test in the form of a speaking test, to find out the score obtained by students, researchers use speaking assessment, aspects assessed are grammar, vocabulary, pronunciation, fluency, comprehension and task.

Based on the analysis data used t-test, it was found that the tcount is  $-7,467$  while the ttable 1729. It means that the tcount is



smaller than the  $t_{table}$  ( $T_t$ ). Then, for the DF is 11. After doing this study the results showed that the inside outside circle technique not given a significant effect toward students' speaking ability.

Based on the explanation above, researchers concluded that there was no significant effect of Inside Outside Circle technique towards students' speaking ability at eleventh grade of Senior High School 8 Muaro Jambi.



## CHAPTER V

### CONCLUSIONS

#### **Conclusions**

After the researcher conducted research and analyzed data using the selected instrument for the students in class XI IPA 3 as an experimental class, and XI IPA 2 as a control class. With research that focuses on the effect of using inside outside circle technique toward speaking ability, in general, it can be concluded that:

1. Researchers have calculated the data with t-test and it shows that the average scores of experimental and control classes have differences.  $T_{count} = -7,467$  smaller than  $T_{table} = 1729$ . It means that the Null hypothesis is accepted and alternate hypothesis is rejected and it can be concluded that there is no significant effect on speaking ability for students at grade XI IPA of Senior High School 8 Muaro Jambi .
2. After treatment, the researchers concluded that there was no significant effect towards students' speaking ability at grade XI IPA.

#### **Suggestions**

In line with the effect of inside outside circle technique towards students' speaking ability, the researcher would recommend several suggestions for the tutor, lecturers/teacher, students and further researcher as follows:

### 1. Teachers

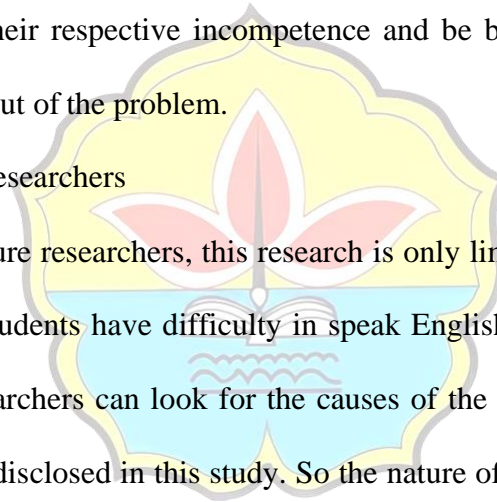
The results of this study are a reflection of the students' abilities, in which the teaching teachers should pay more attention to speaking aspects and ensure that students understand them with various methods that can be used by.

### 2. Students

For students, the results obtained in this study can be used as a reflection to correct themselves and understand each other's inabilities. The researcher hopes that the students will be able to recognize their respective incompetence and be brave enough to find a way out of the problem.

### 3. Future Researchers

For future researchers, this research is only limited to finding what the students have difficulty in speak English. Furthermore, future researchers can look for the causes of the difficulties that have been disclosed in this study. So the nature of the research is to complement this research.



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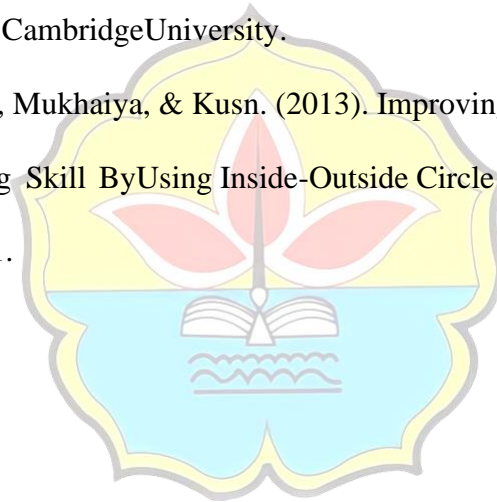
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# APPENDIX



## APPENDIX 1

### Rencana Pelaksanaan Pembelajaran

#### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA Negeri 8 Muaro Jambi  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : X 1/ Semester 2  
Tema : Speaking ( Family)  
Alokasi Waktu : 4x Pertemuan

---

Standar Kompetensi :Speaking (Berbicara)  
Kompetensi Dasar :Memberikan respon dalam percakapan dan interpersonal resmidan berlanjut yang mengaplikasikan ragam bahasa lisan secara akurat, lancar.  
Indikator : 1. Menggunakan tindak tutur menyatakan/bercerita tentang "Family".  
2.Memberikan respon dengan benar yang menyatakan tentang "Family"  
Tujuan Pembelajaran : 1.Siswa mampu memberikan respon dengan aktif dan percayadiri  
2.Siswa mampu melakukan tindak tutur dengan tepat.  
Materi Pembelajaran : Speaking dengan topik "Family"  
Teknik Pembelajaran : Inside Outside Circle Technique



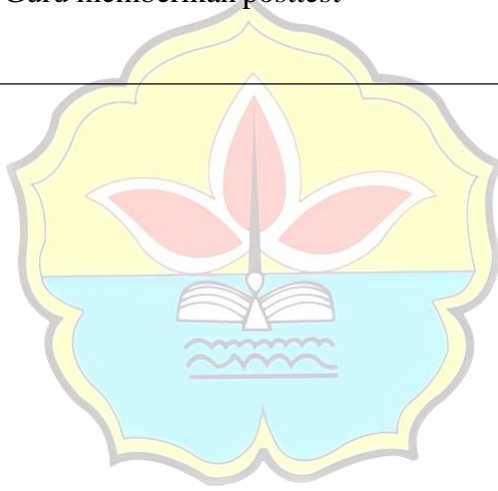
Langkah – langkah Pembelajaran

Pertemuan	Kegiatan
Pertama	<ol style="list-style-type: none"> <li>1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris.</li> <li>2. Guru meminta siswa untuk membuka kelas dengan berdo"‘a.</li> <li>3. Guru mengabsen siswa.</li> <li>4. Guru menjelaskan secara ringkas tentang materi speaking</li> <li>5. Guru memberikan Pre test Speaking dengan tema "Family"</li> </ol>
Kedua	<ol style="list-style-type: none"> <li>1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan Bahasa Inggris.</li> <li>2. Guru meminta siswa untuk membuka kelas dengan doa</li> <li>3. Guru mengabsen siswa</li> <li>4. Guru menjelaskan secara ringkas tentang materi Speaking.</li> <li>5. Guru menjelaskan aspek-aspek speaking.</li> </ol>
Ketiga	<ol style="list-style-type: none"> <li>1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan Bahasa Inggris.</li> <li>2. Guru meminta siswa untuk membuka kelas dengan doa</li> <li>3. Guru mengabsen siswa</li> <li>4. Guru mengenalkan salah satu Teknik belajar cooperative learning, Inside-Outside Circle</li> </ol>

Keempat	1. Guru memasuki kelas dan menyapa siswa dengan menggunakan bahasa inggris
---------	--



2. Guru meminta siswa membuka kelas dengan doa
3. Guru mengabsen siswa
4. Guru membagi beberapa kelompok dan masing-masing kelompok diminta untuk membentuk 2 lingkaran, luar dan dalam.
5. Guru meminta siswa yang berada di lingkaran luar dan dalam untuk saling berhadapan
6. Guru memberi instruksi untuk para siswa saling bertukar cerita tentang “Family” Bersama partner masing-masing.
7. Guru memberikan posttest



## Penilaian

<b>S c o r e</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Task</b>
1	Often make mistake	Inadequate vocabulary so unable to express anything.	There are often mistakes in pronunciation	(No specific fluency description. Refer to other four language areas for implied level of fluency)	Can only understand simple statements if delivered in slow speech, repetition, or paraphrasing.	Can ask and answer questions on topics very familiar to him.
2	Can handle the basic structure pretty well but the grammar isn't very controllable.	Some conversations are imprecise because they have little vocabulary to express themselves.	Often quite wrong but the accent is understandable	Can handle confidently but not with most situations.	Can get the gist of most conversations.	Able to meet routine social and work demands but still needs help dealing with complications or difficulties
3	Grammar control is good and can speak with a fairly accurate structure.	His vocabulary is wide enough that he rarely has to look up words in conversation.	The accent may still be unfamiliar but the mistakes are rarely distracting.	Rarely gropes for words, and can discuss certain competencies.	Comprehension is quite complete at a normal rate of speech.	Can participate effectively in most conversations.

4	Errors in grammar	High level of	Errors in pronunciat	Be able to use the	Can understand	Would rarely be
---	-------------------	---------------	----------------------	--------------------	----------------	-----------------



<b>S c o r e</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Task</b>
	are quite rare, so it is considered capable of using language accurately in all needs.	vocabulary accuracy so you can understand and participate in any conversation.	ion are quite rare	language fluently and be able to participate any conversation within this range of experience -with a high level of fluency.	any conversation within the range of his experience .	taken for a native speaker but can respond appropriately even in unfamiliar situations.
5	There are no grammatical errors so it is considered equivalent to an educated native speaker.	Has a very wide vocabulary including idioms, colloquialisms, and related cultural references, so that it is fully accepted by native speakers.	Equivalent to and fully accepted by educated native speakers.	Has complete fluency in the language.	Equivalent to that of an educated native speaker.	Speaking proficiency equivalent to that of an educated native speaker.

(Brown, 2004, p.406-407)

Jumlah score aspek keseluruhan adalah 30.

Jumlah skor maksimal keseluruhan adalah 100.

Mengetahui,

Jambi,

2023

An.Kepala Sekolah

Wakil Bidang Kurikulum

Peneliti

JESMAHALDI, S.Pd,

Zeriska Putri M.

NIP.197510082009021001

1900888203030





APPENDIX 2

The Students' Pre-test Score of Experimental Class

No	Students' Label	Component of Speaking					
		Gram	Vocab	Pronun	Fluen	Comp	Task
1	AP	1	1	1	1	2	2
2	IS	2	2	1	1	1	2
3	DA	2	1	1	1	1	2
4	T	3	3	3	2	3	3
5	RJ	1	2	1	2	1	1
6	M	1	1	2	2	1	1
7	SA	3	3	2	2	2	3
8	MA	2	2	2	1	2	3
9	MW	3	3	1	2	2	2
10	N	2	1	2	1	1	1
11	PP	3	3	1	3	2	3
12	RA	2	1	1	1	2	3
13	RAF	1	2	1	1	1	1
14	WF	1	2	1	1	1	2
15	AF	2	1	1	1	1	2
16	CA	2	1	1	1	1	1
17	FR	2	2	1	1	1	2
18	HM	2	1	1	2	1	1
19	KM	2	1	1	1	1	1
20	MC	2	1	1	1	1	1
	<b>Total</b>	<b>39</b>	<b>34</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>37</b>
	<b>Average</b>	<b>1,95</b>	<b>1,7</b>	<b>1,3</b>	<b>1,4</b>	<b>1,4</b>	<b>1,85</b>

### APPENDIX 3

#### The Students' Post-test Score of Experimental Class

No	Students' Label	Component of Speaking					
		Gram	Vocab	Pronun	Fluen	Comp	Task
1	AP	2	1	1	2	2	3
2	IS	3	2	1	1	1	2
3	DA	2	2	1	1	1	2
4	T	4	4	4	3	4	3
5	RJ	2	2	1	2	1	1
6	M	2	2	2	2	1	1
7	SA	4	4	2	2	3	3
8	MA	3	2	3	1	2	3
9	MW	4	3	1	3	3	2
10	N	2	1	2	1	1	2
11	PP	3	4	1	4	2	3
12	RA	3	2	3	1	2	3
13	RAF	1	2	1	2	3	2
14	WF	1	2	1	1	2	2
15	AF	2	2	1	2	1	2
16	CA	2	1	1	1	1	1
17	FR	3	2	3	1	2	3
18	HM	2	1	2	1	1	2
19	KM	2	2	2	2	1	1
20	MC	3	2	1	1	1	2
	<b>Total</b>	<b>47</b>	<b>43</b>	<b>34</b>	<b>34</b>	<b>35</b>	<b>43</b>
	<b>Average</b>	<b>2,50</b>	<b>2,15</b>	<b>1,7</b>	<b>1,7</b>	<b>1,75</b>	<b>2,15</b>

**APPENDIX 4**

**The Students' Pre-test Score of Control Class**

No	Students' Label	Component of Speaking					
		Gram	Vocab	Pronun	Fluen	Comp	Task
1	N	2	1	1	1	1	2
2	TA	3	1	1	1	1	2
3	SN	1	1	1	2	1	2
4	DH	3	2	1	1	1	2
5	TA	1	1	1	1	1	2
6	RD	1	1	1	1	3	2
7	NT	1	1	1	2	2	2
8	CR	2	2	1	1	1	1
9	RD	1	2	1	2	3	2
10	PR	1	2	1	1	2	2
11	SB	2	2	1	2	1	2
12	DV	2	1	1	1	1	1
13	AD	2	1	1	1	1	2
14	AI	2	1	1	1	1	1
15	DP	1	2	2	1	1	2
16	JA	1	1	1	1	2	1
17	LJ	1	1	1	1	1	2
18	MS	2	2	1	1	1	1
19	RA	1	1	1	1	1	2
20	SP	2	2	1	1	1	1
	<b>Total</b>	<b>32</b>	<b>28</b>	<b>21</b>	<b>29</b>	<b>27</b>	<b>34</b>
	<b>Average</b>	<b>1,60</b>	<b>1,40</b>	<b>1,05</b>	<b>1,20</b>	<b>1,35</b>	<b>1,70</b>

## APPENDIX 5

### The Students' Post-test Score of Control Class

No	Students' Label	Component of Speaking					
		Gram	Vocab	Pronun	Fluen	Comp	Task
1	N	3	1	1	1	1	2
2	TA	3	2	1	1	2	2
3	SN	1	1	2	2	1	2
4	DH	3	2	2	1	1	2
5	TA	1	1	1	1	2	2
6	RD	2	1	1	1	3	2
7	NT	1	1	1	2	2	3
8	CR	2	2	1	1	1	2
9	RD	1	2	2	2	3	2
10	PR	1	2	2	1	2	2
11	SB	2	2	2	2	1	2
12	DV	2	1	1	1	1	2
13	AD	2	2	2	1	1	2
14	AI	3	2	1	1	1	2
15	DP	1	2	2	1	2	2
16	JA	2	1	1	1	3	2
17	LJ	1	1	1	2	2	3
18	MS	3	2	2	1	1	2
19	RA	1	1	1	1	2	2
20	SP	2	2	2	2	1	2
	<b>Total</b>	<b>37</b>	<b>31</b>	<b>29</b>	<b>26</b>	<b>33</b>	<b>42</b>
	<b>Average</b>	<b>1,85</b>	<b>1,55</b>	<b>1,45</b>	<b>1,30</b>	<b>1,65</b>	<b>2,1</b>

**APPENDIX 6**

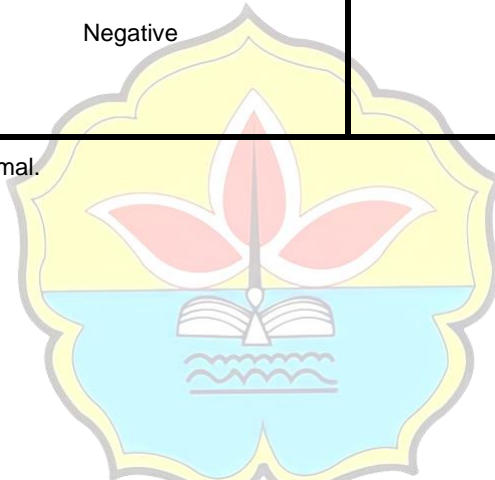
**Nomality Test of Control Class (Pre-test)**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.000000
	Std. Deviation	3.66909138
Most Extreme Differences	Absolute	.159
	Positive	.097
	Negative	-.159
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.695

a. Test distribution is Normal.

b. Calculated from data.



**Case Processing Summary**

**Descriptives<sup>a</sup>**

speaking score categories		Statistic	Std. Error	
pre-test grammar	Mean	1,667	,2247	
	95% Confidence Interval for Mean	Lower Bound	1,172	
		Upper Bound	2,161	
	5% Trimmed Mean	1,630		
	Median	1,500		
	Variance	,606		

control class	Std. Deviation	,7785	
	Minimum	1,0	
	Maximum	3,0	
	Range	2,0	
	Interquartile Range	1,0	
	Skewness	,719	,637

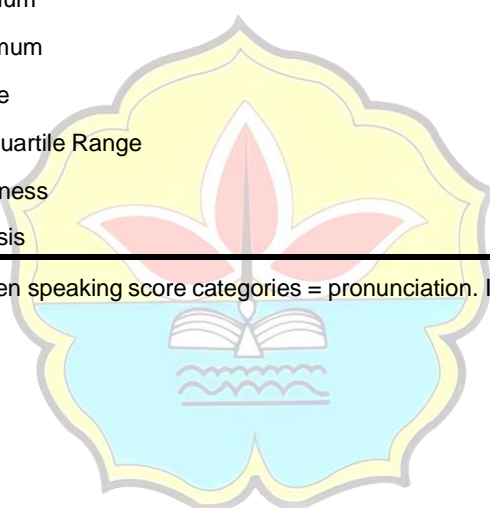


	Kurtosis		-,792	1,232
	Mean		1,417	,1486
		Lower Bound	1,089	
	95% Confidence Interval for Mean	Upper Bound	1,744	
	5% Trimmed Mean		1,407	
	Median		1,000	
	Variance		,265	
vocabulary	Std. Deviation		,5149	
	Minimum		1,0	
	Maximum		2,0	
	Range		1,0	
	Interquartile Range		1,0	
	Skewness		,388	,637
	Kurtosis		-2,263	1,232
	Mean		1,333	,1421
		Lower Bound	1,020	
	95% Confidence Interval for Mean	Upper Bound	1,646	
	5% Trimmed Mean		1,315	
	Median		1,000	
	Variance		,242	
fluency	Std. Deviation		,4924	
	Minimum		1,0	
	Maximum		2,0	
	Range		1,0	
	Interquartile Range		1,0	
	Skewness		,812	,637
	Kurtosis		-1,650	1,232
	Mean		1,500	,2303
		Lower Bound	,993	
	95% Confidence Interval for Mean	Upper Bound	2,007	
	5% Trimmed Mean		1,444	
comprehension	Median		1,000	
	Variance		,636	
	Std. Deviation		,7977	
	Minimum		1,0	



task	Maximum		3,0		
	Range		2,0		
	Interquartile Range		1,0		
	Skewness		1,289	,637	
	Kurtosis		,150	1,232	
	Mean		1,833	,1124	
	95% Confidence Interval for Mean	Lower Bound		1,586	
		Upper Bound		2,081	
	5% Trimmed Mean		1,870		
	Median		2,000		
	Variance		,152		
	Std. Deviation		,3892		
	Minimum		1,0		
	Maximum		2,0		
	Range		1,0		
	Interquartile Range		,0		
	Skewness		-2,055	,637	
	Kurtosis		2,640	1,232	

a. pre-test control class is constant when speaking score categories = pronunciation. It has been omitted.



## APPENDIX 7

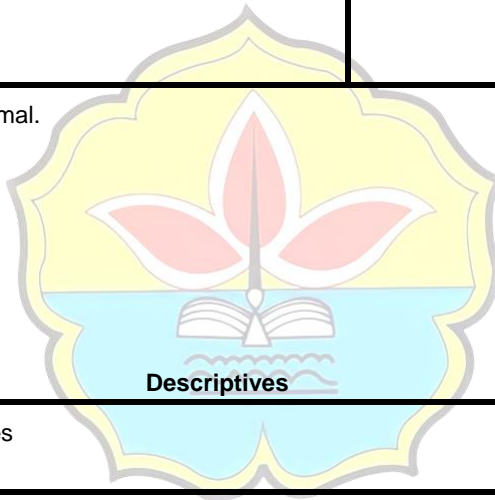
### Normality Test of Control Class (Post-test)

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.000000
	Std. Deviation	3.66909138
	Absolute	.159
Most Extreme Differences	Positive	.097
	Negative	-.159
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.695

a. Test distribution is Normal.

b. Calculated from data.



speaking score categories		Statistic	Std. Error	
post-test control class	Mean	1,833	,241	
	95% Confidence Interval for Mean	Lower Bound	1,303	0
		Upper Bound	2,364	
	5% Trimmed Mean	1,815		
	Median	2,000		
	Variance	,697		
	Std. Deviation	,8348		
	Minimum	1,0		
	Maximum	3,0		
	Range	2,0		
	Interquartile Range	1,8		



Skewness

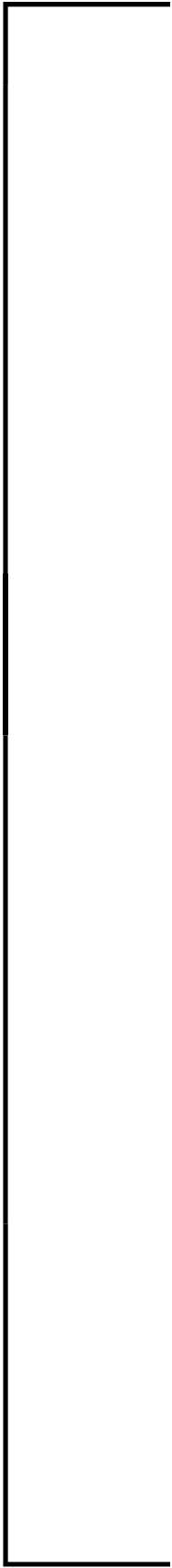
,354 | ,637

Kurtosis

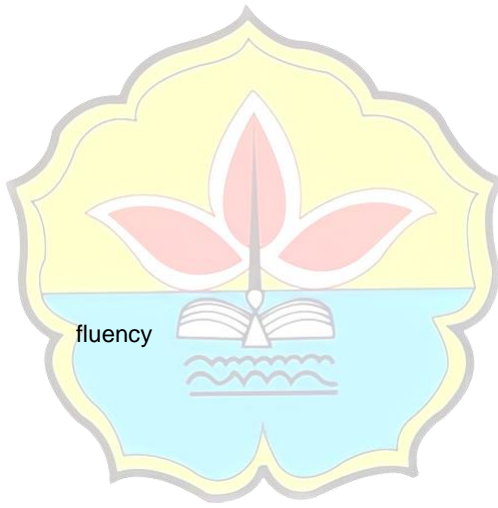
-1,447 | 1,23

2





vocabulary



Mean

pronunciation

	1,500	,150
		8
	1,168	
95 % Confidence Interval for	1,832	
	1,500	
Mean5% Trim	500	Mean
Media	,273	
n	,5222	
Varia	1,0	
nce	2,0	
Std.	1,0	
Deviation	1,0	
Minimum	,000	,637
Makimu	-2,444	1,23
Range	1,417	,148
Interquartile		6
Range	1,089	
Skewness	1,744	
Kurtosis	1,407	
Mean	1,000	
	,265	
	,5149	
Mean	1,0	
	2,0	
95 % Confidence Interval for	1,0	
Mean5% Trim	1,0	Mean
Media	,388	,637
n	-2,263	1,23
Varia		2
nce	1,333	,142
Std.		1
Deviation	1,020	
Minimum	1,646	
	1,315	
	1,000	

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Lower Bound

Kurtosis

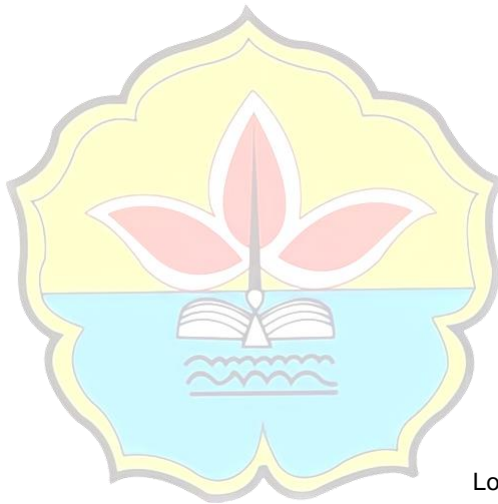
Upper Bound

Mean

95% Confidence Interval for Mean

5% Trimmed Mean

Median



Lower Bound

Upper Bound

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	Variance		,242	
	Std. Deviation		,4924	
	Minimum		1,0	
	Maximum		2,0	
	Range		1,0	
	Interquartile Range		1,0	
	Skewness		,812	,637
	Kurtosis		-1,650	1,23
				2
			1,667	,224
				7
	Mean		1,172	
			2,161	
			1,630	
	95% Confidence Interval for Mean		1,500	
	5% Trimmed Mean		,606	
comprehension	Median		,7785	
	Variance		1,0	
	Std. Deviation		3,0	
	Minimum		2,0	
	Maximum		1,0	
	Range		,719	,637
	Interquartile Range		-7,92	1,23
	Skewness			2
	Kurtosis		2,083	,083
				3
			1,900	
			2,267	
			2,037	
task	Mean		2,000	
			,083	
	95% Confidence Interval for Mean		,2887	
	5% Trimmed Mean		2,0	
	Median		3,0	
	Variance		1,0	
			,0	

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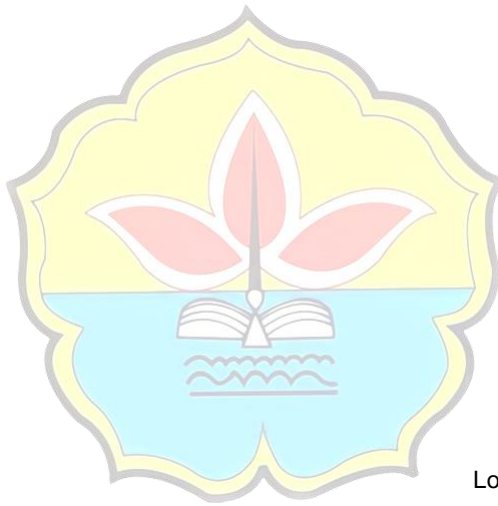


Maximum Range

Lower Bound

Interquartile Range

Upper Bound



Lower Bound

Upper Bound

Skewness	3,464	,637
Kurtosis	12,000	1,232



## APPENDIX 8

### Normality Test of Experimental Class (Pre-test)

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.66909138
Most Extreme Differences	Absolute	.159
	Positive	.097
	Negative	-.159
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.695

a. Test distribution is Normal.

b. Calculated from data.

**Descriptives**

		speaking score categories	Statistic	Std. Error
pre-test experiment class	Grammar	Mean	2,083	,2289
			Lower Bound	1,580
			95% Confidence Interval for Mean	
			Upper Bound	2,587
		5% Trimmed Mean	2,093	
		Median	2,000	
		Variance	,629	
		Std. Deviation	,7930	
		Minimum	1,0	
		Maximum	3,0	
		Range	2,0	



Interquartile Range

1,8

Skewness

-,161

,637

Kurtosis

-1,261

1,232



		Mean	1,917	,2599
		Lower Bound	1,345	
		95% Confidence Interval for Mean		
		Upper Bound	2,489	
		5% Trimmed Mean	1,907	
		Median	2,000	
		Variance	,811	
	vocabulary	Std. Deviation	,9003	
		Minimum	1,0	
		Maximum	3,0	
		Range	2,0	
		Interquartile Range	2,0	
		Skewness	,185	,637
		Kurtosis	-1,865	1,232
		Mean	1,500	,1946
		Lower Bound	1,072	
		95% Confidence Interval for Mean		
		Upper Bound	1,928	
		5% Trimmed Mean	1,444	
		Median	1,000	
		Variance	,455	
	pronunciation	Std. Deviation	,6742	
		Minimum	1,0	
		Maximum	3,0	
		Range	2,0	
		Interquartile Range	1,0	
		Skewness	1,068	,637
		Kurtosis	,352	1,232
		Mean	1,583	,1930
		Lower Bound	1,159	
		95% Confidence Interval for Mean		
		Upper Bound	2,008	
		5% Trimmed Mean	1,537	
	fluency	Median	1,500	
		Variance	,447	
		Std. Deviation	,6686	
		Minimum	1,0	
		Maximum	3,0	

	Range		2,0	
	Interquartile Range		1,0	
	Skewness		,735	,637
	Kurtosis		-,190	1,232
	Mean		1,667	,1880
	95% Confidence Interval for Mean	Lower Bound	1,253	
		Upper Bound	2,081	
	5% Trimmed Mean		1,630	
	Median		2,000	
	Variance		,424	
comprehension	Std. Deviation		,6513	
	Minimum		1,0	
	Maximum		3,0	
	Range		2,0	
	Interquartile Range		1,0	
	Skewness		,439	,637
	Kurtosis		-,337	1,232
	Mean		2,250	,2500
	95% Confidence Interval for Mean	Lower Bound	1,700	
		Upper Bound	2,800	
	5% Trimmed Mean		2,278	
	Median		2,500	
	Variance		,750	
task	Std. Deviation		,8660	
	Minimum		1,0	
	Maximum		3,0	
	Range		2,0	
	Interquartile Range		1,8	
	Skewness		-,567	,637
	Kurtosis		-1,446	1,232

## APPENDIX 9

### Normality Test of Experimental Class (Post-test)

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.66909138
Most Extreme Differences	Absolute	.159
	Positive	.097
	Negative	-.159
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.695

a. Test distribution is Normal.

b. Calculated from data.

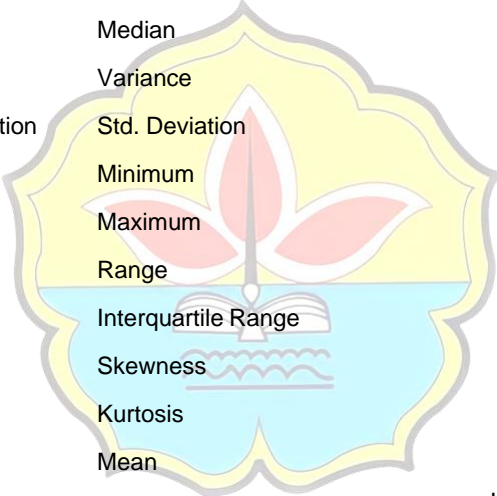
speaking score categories		Statistic	Std. Error
pre-test experiment class	Mean	2,083	,2289
	95% Confidence Interval for Mean		
	Lower Bound	1,580	
	Upper Bound	2,587	
	5% Trimmed Mean	2,093	
	Median	2,000	
	Variance	,629	
	Std. Deviation	,7930	
	Minimum	1,0	
	Maximum	3,0	
	Range	2,0	
	Interquartile Range	1,8	
	Skewness	-,161	,637
	Kurtosis	-1,261	1,232
	Mean	1,917	,2599

vocabulary	95% Confidence Interval for Mean	Lower Bound	1,345
	5% Trimmed Mean	Upper Bound	2,489

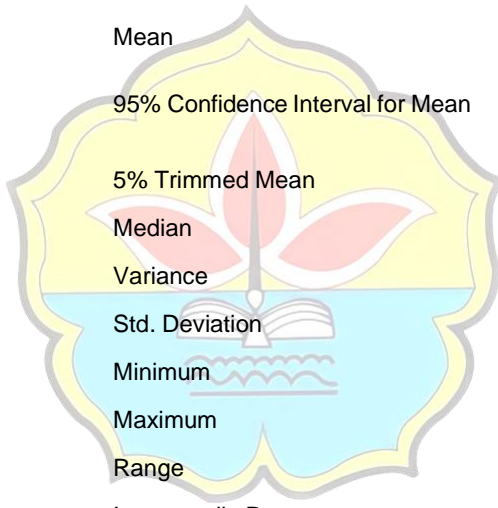




	Median	2,000	
	Variance	,811	
	Std. Deviation	,9003	
	Minimum	1,0	
	Maximum	3,0	
	Range	2,0	
	Interquartile Range	2,0	
	Skewness	,185	,637
	Kurtosis	-1,865	1,232
	Mean	1,500	,1946
	95% Confidence Interval for Mean	Lower Bound	1,072
		Upper Bound	1,928
	5% Trimmed Mean	1,444	
	Median	1,000	
	Variance	,455	
pronunciation	Std. Deviation	,6742	
	Minimum	1,0	
	Maximum	3,0	
	Range	2,0	
	Interquartile Range	1,0	
	Skewness	1,068	,637
	Kurtosis	,352	1,232
	Mean	1,583	,1930
	95% Confidence Interval for Mean	Lower Bound	1,159
		Upper Bound	2,008
	5% Trimmed Mean	1,537	
	Median	1,500	
	Variance	,447	
fluency	Std. Deviation	,6686	
	Minimum	1,0	
	Maximum	3,0	
	Range	2,0	
	Interquartile Range	1,0	
	Skewness	,735	,637
	Kurtosis	-,190	1,232



	Mean		1,667	,1880
		Lower Bound	1,253	
	95% Confidence Interval for Mean	Upper Bound	2,081	
	5% Trimmed Mean		1,630	
	Median		2,000	
	Variance		,424	
comprehension	Std. Deviation		,6513	
	Minimum		1,0	
	Maximum		3,0	
	Range		2,0	
	Interquartile Range		1,0	
	Skewness		,439	,637
	Kurtosis		-,337	1,232
	Mean		2,250	,2500
		Lower Bound	1,700	
	95% Confidence Interval for Mean	Upper Bound	2,800	
	5% Trimmed Mean		2,278	
	Median		2,500	
	Variance		,750	
task	Std. Deviation		,8660	
	Minimum		1,0	
	Maximum		3,0	
	Range		2,0	
	Interquartile Range		1,8	
	Skewness		-,567	,637
	Kurtosis		-1,446	1,232



## APPENDIX 10

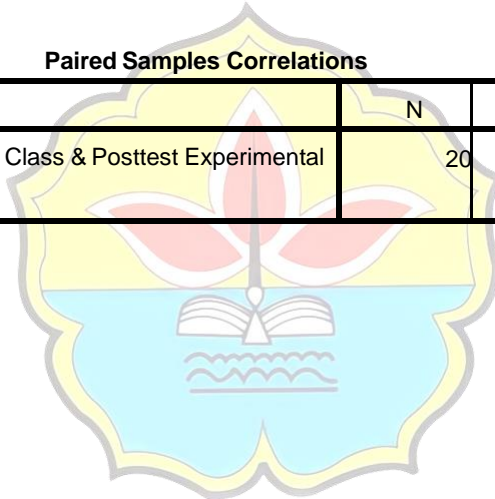
### T-test (Experimental Class)

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Experimental Class	31.9400	20	10.24692	2.29128
	Posttest Experimental Class	39.8000	20	12.80970	2.86434

#### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Experimental Class & Posttest Experimental Class	20	.941	.000



**Paired Samples Test**

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pretest Experim ental Class - Pair 1 Posstes t Experim ental Class	-7.86000	4.70782	1.05270	-10.06333	-5.65667	-7.467	19	.000

## APPENDIX 11

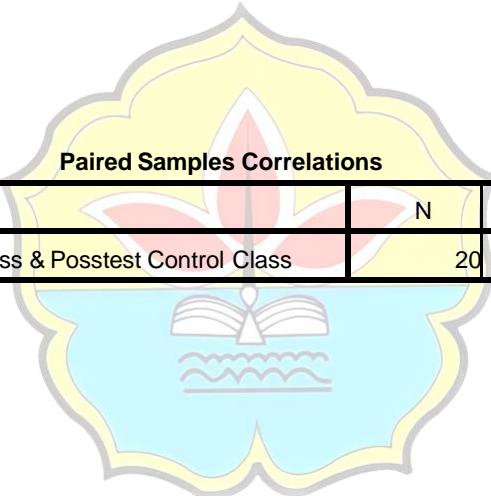
### T-test (Control Class)

#### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
Pretest Control Class	27.4600	20	3.88362	.86840
Posstest Control Class	32.9600	20	3.73016	.83409

#### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest Control Class & Posstest Control Class	20	-.180	.447



Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Control Class - Posttest Control Class	5.5000	5.84961	1.30801	-8.23770	-2.76230	-4.205	19	.000

